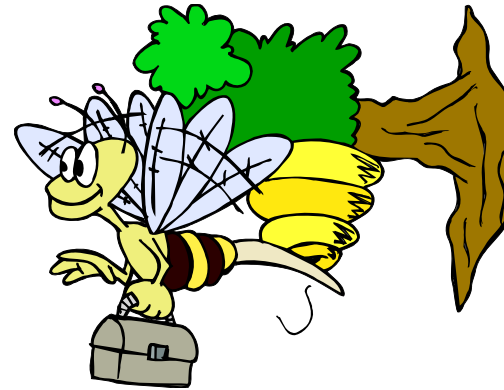




Presents

The Power of EQ— How to tap into it, Part 2

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EQ Working Definition

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Emotional Intelligence (EQ) involves the ability to know what feels good, what feels bad, and how to get from bad to good in a way that results in positive outcomes



Many people try to get from bad to good by becoming involved with addictive behaviors . . . that often result in negative outcomes over time

Emotional Intelligence Quotient (EQ)

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**Goleman's book on
Emotional Intelligence was
released in the mid '90s**

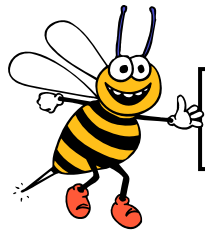


**At that time, many had never even heard
of EQ much less had any idea of what it
really described or how it could possibly
impact their lives**

EQ Continuum

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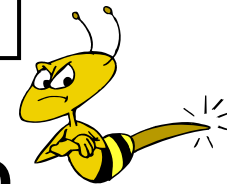
Even fewer had any concept of a metaphorical EQ Continuum on which behaviors could be plotted



High

Average

Low



The higher one's position on the EQ Continuum, the easier it is to identify high versus low behaviors

EQ – Nothing New...

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In all likelihood, behaviors related to levels of EQ have been exhibited as long as humans have inhabited this planet — plotted across this EQ Continuum

EQ terminology, characteristics, studies related to its importance, and assessments are all coming into their own in this 21 Century . . .

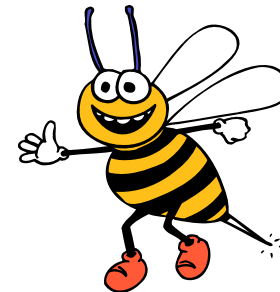


$$\mathbf{IQ + EQ = SQ}$$

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**IQ and EQ make up your SQ
or Success Quotient**

- **IQ (Intelligence Quotient)**
describes potential inherited
abilities with which you were born
- **EQ (Emotional Intelligence Quotient)**
describes learned abilities distinct from,
but complementary to, academic
intelligence as measured by IQ



Estimates

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Contribution to your overall success in life:

- IQ contributes about 20%
- EQ contributes about 80%



Top performers in life use both in harmony

Note: at work, successful managers tend to have high EQ, while less successful managers often have high IQ but low EQ

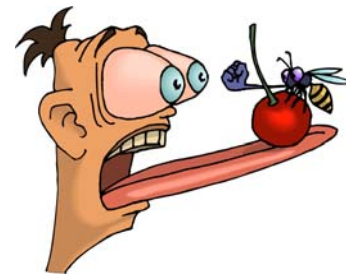
What did You Learn?

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Most educational systems stress IQ and reason (reading, writing, math, science)

You are expected to learn EQ from your care providers, role models (if they had high EQ they could teach it to you), peer groups, and life experiences

You can develop and/or raise your EQ at any age . . .



Marshmallow Experiment

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Late 1960s and early 1970s

**Longitudinal studies on
deferred gratification (led by
Stanford psychologist Walter Mischel)**



**653 four to six year olds were promised a
second marshmallow if they could wait to
eat it until the researcher returned to the
room in 15 minutes**

Experiment Results

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Some ate the marshmallow right away or after a very few minutes, others waited for a while (with great difficulty) and then ate



About a third of the children seemed to think differently (e.g., sang songs, tapped feet, told stories, played games, walked around the room, fell asleep...), waited, and got the second marshmallow

Follow-up Study

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1988: Participants at age eighteen were described by their parents

Those who had won a 2nd marshmallow were more socially competent and self-assertive and exhibited more resilience in dealing with life's frustrations

Those who had not waited were more indecisive, stressed, and stubborn . . .



Follow-up Evaluations

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1990: Participants with high delay times in the original study were interviewed and their life success evaluated

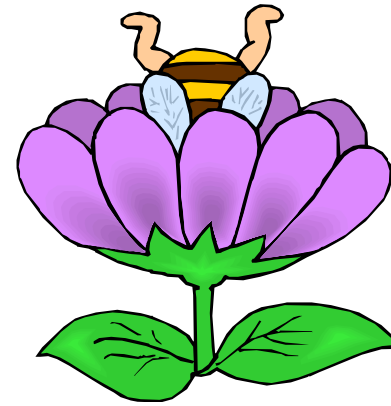
They had applied delayed gratification in pursuit of their goals, were already more successful than those with low delay times, and had averaged 200 points higher on their SAT results



Research Conclusion

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The quality of self-control in preschoolers—defined as the capacity to delay gratification as one single skill—is twice as powerful a predictor of latter success in life, as compared to the person’s IQ

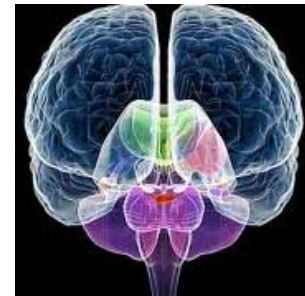


Follow-up Brain Imaging

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2011: Brain imaging studies were done on a sample group from the original Stanford participants, all now in mid-life

Studies showed key differences in two brain areas between the participants with high delay times and those who had shown low delay times



Brain Scans - High Delayers

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Prefrontal cortex (planning, evaluating, deciding, choosing) was more active

Ventral Striatum (linked with addictions and a function of association learning) was more active—when trying to control their responses to alluring temptations, and greatest when the individuals expected to be rewarded for their decision with high certainty



Common Behaviors of High EQ

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Individuals with high EQ tend to exhibit the following eight behaviors:

1. Able to identify, accurately label, assess the level of intensity, and express emotions appropriately



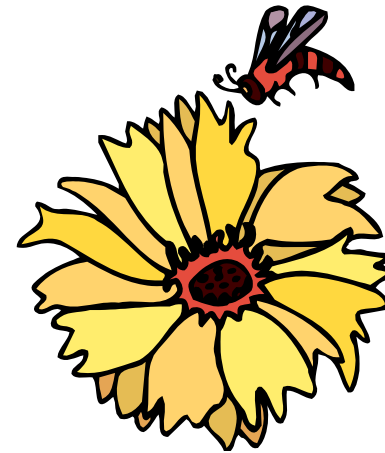
Metaphorically don't need to be *hit over the head* with the emotion to recognize it

Common Behaviors of High EQ

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2. **Able to recognize what the emotion is trying to communicate to you**

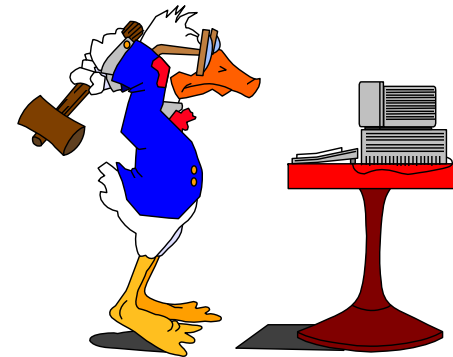
Each emotion is designed to provide you with information related to a specific type of situation



Behaviors, Cont'd

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3. **Able to delay gratification and exhibit good impulse control**

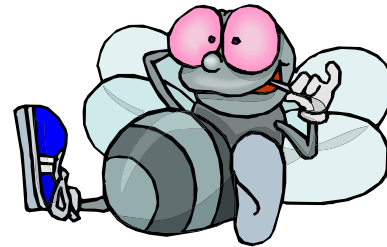


Consider the Marshmallow Experiment . . . What do you think you would have done had you been a participant in the original study?

Behaviors, Cont'd

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- 4. Able to articulate the difference between recognizing and identifying a specific emotion and obtaining the information, and taking action based on that emotion**



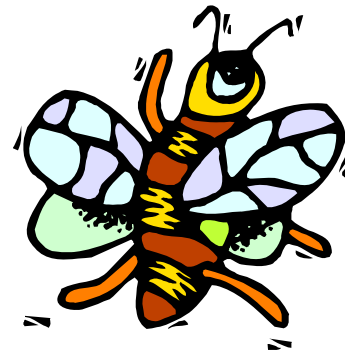
Sometimes the preferred course is to take no immediate action at all

Characteristics, Cont'd

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5. Listen, read and interpret social cues, and are able to understand the perspective of others (whether or not there is agreement)

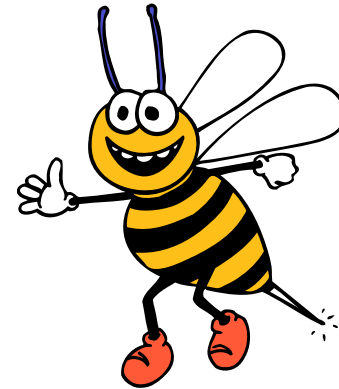
Each brain is unique
and only has its
own opinion . . .



Characteristics, Cont'd

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6. Exhibit effective verbal and nonverbal skills along with appropriate empathy and compassion

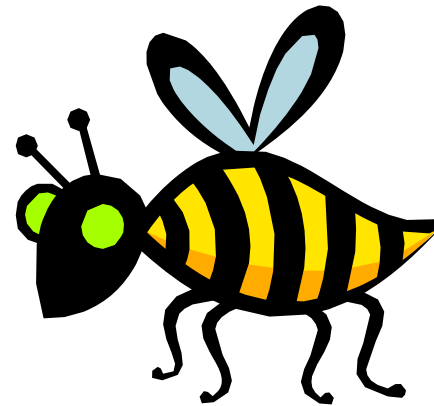


You can exhibit empathy and *still get the job done*, while also maintaining appropriate boundaries

Behaviors, Cont'd

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7. **Able to manage own feelings and moods effectively**



A mood is simply a feeling that hangs around for a time (sometimes for a very long time)

Behaviors, Cont'd

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8. **Able to handle relationships effectively, minimizing any tendency to take things personally, to jump to conclusions, or to overreact**



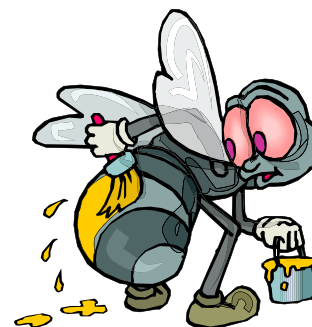
Think back to the last time you took something personally, jumped to conclusions, or overreacted . . .

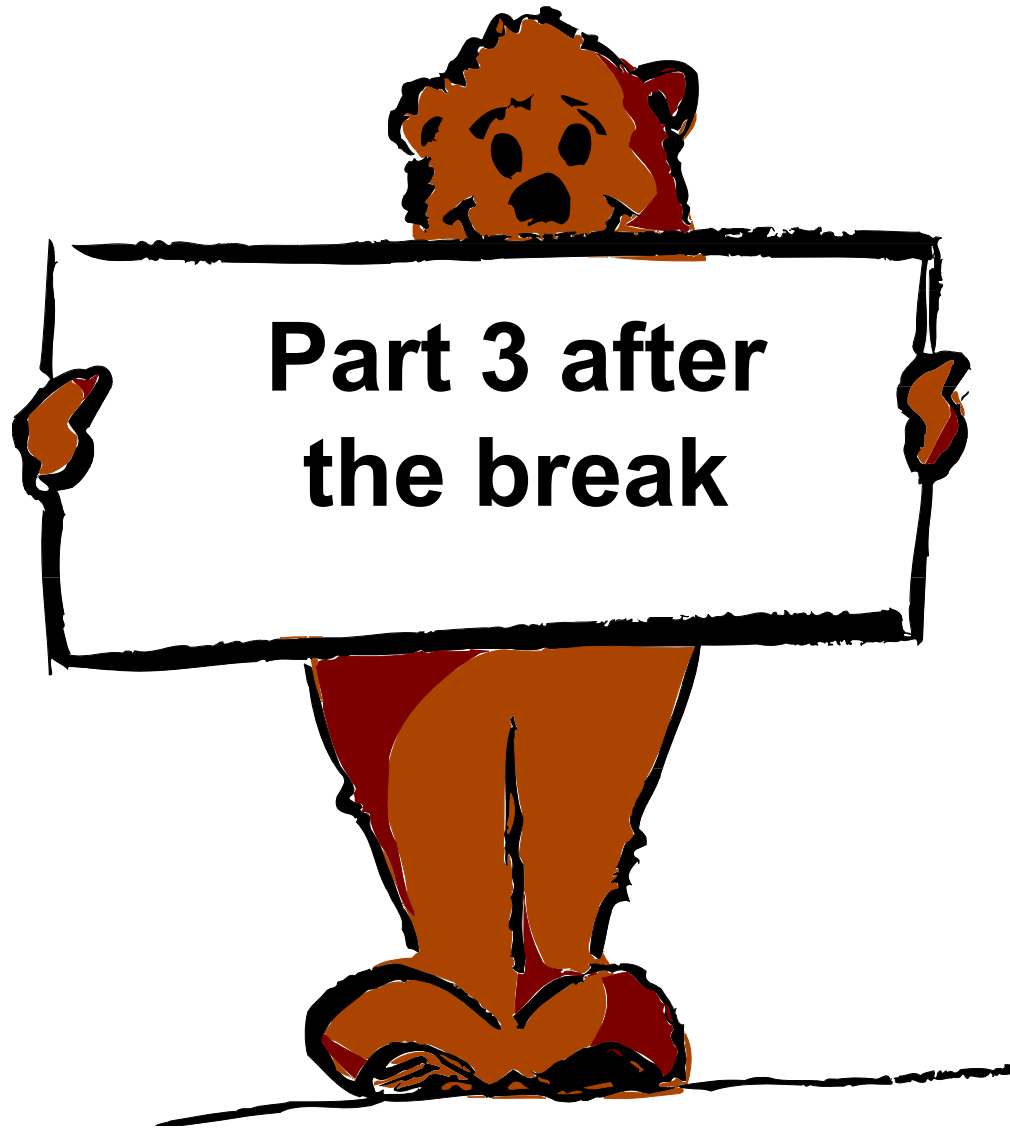
EQ Myths

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- 1. EQ equates with being “nice” (false; it equates with being graciously functional)**
- 2. EQ is higher in women (false)**
- 3. EQ means giving free reign to feelings (false)**
- 4. EQ is fixed genetically (false)**
- 5. EQ is developed only in childhood (false)**





**Part 3 after
the break**